

Woodlands under 5s Pre-School

Inspection report for early years provision

Unique reference number	127783
Inspection date	02/12/2009
Inspector	Lara Hickson
Setting address	Vinters Park Community Centre, Aldon Close, Maidstone, Kent, ME14 5QF
Telephone number	01622 671131
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Woodlands under 5s Pre-School is managed by a voluntary management committee, made up of parents of children at the pre-school. It opened in 1982 and operates from two main rooms in the Vinters Community Centre, Maidstone. A maximum of 36 children may attend the pre-school at any one time. The pre-school is open each weekday during school term times from 9.15am to 11.45am Monday to Friday and 12.45pm to 15.45pm Monday, Tuesday and Friday. All children share access to a secure enclosed outdoor play area.

There are currently 48 children aged from two to under five years on roll. Of these, 26 children receive funding for nursery education. Children come from the local area and attend for a variety of sessions. The setting supports a number of children who have special educational needs and/or disabilities as well as children who speak English as an additional language.

The pre-school employs a total of three full time and five part time members of staff. Of these, four of the staff including the manager hold appropriate early years qualifications and one member of staff is working towards updating her previous qualification. All staff attend regular training to update their knowledge and understanding. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are progressing extremely well in all areas of their learning and development as a result of the setting's knowledge and understanding of the Early Years Foundation Stage. A wide range of stimulating and purposeful activities and resources are available to children and these cover the six different areas of learning, using both the inside and outside environments. The committed staff team extend children's play and learning through additional support, encouragement and open ended questioning. Staff demonstrate an excellent awareness of children's individual needs and work closely in partnership with parent/carers and if required outside agencies to fully meet these. Inclusion within the setting is effective and resources and procedures in place fully support this.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that children's observations are consistently recorded by all staff to detail the next steps of development.

The effectiveness of leadership and management of the early years provision

Staff within the pre-school work extremely well together as a team to ensure children's welfare is effectively promoted. Staff deployment is excellent and ensures that children's care and safety needs are thoroughly met. The manager demonstrates an excellent awareness of her responsibilities towards safeguarding children and has attended the designated person safeguarding training course. A written safeguarding policy is in operation and this is extensive and includes the procedure to follow in the event of an allegation against a member of staff. The staff team demonstrate a very good understanding of how to encourage children to feel and keep safe. For example, staff remind children to walk in the setting and explain the implications of running in the setting. When children are using tools such as scissors, staff are on hand to support and guide children on how to use these appropriately. Comprehensive risk assessments are in place and these are reviewed regularly to ensure children's ongoing safety. For example, the setting has risk assessed the routine of the provision and although they want to offer free flow to the garden area they have not been able to as there is a low outside wall surrounding the garden area. However, the setting has applied for funding so that they can erect a fence above the wall to make the outdoor area safe and secure for children to use. Excellent arrival and collection procedures are in place to ensure children's safety, for example, children will not be released to an unauthorised adult.

The pre-school uses self-evaluation effectively to identify strengths and areas for further development within the setting. Parents have been also been involved in the evaluation process through the use of parent questionnaires and changes have been made as a result of their views. For example, the setting has made changes to the collection time to allow parents the opportunity to talk to staff and/or their child's key person. The setting has a very positive approach towards ongoing training and development and staff appraisals are used to discuss and identify staff training and personal developmental needs. The staff team are committed to improving their knowledge and understanding and attend courses throughout the year to develop their expertise in different aspects of childcare. All staff have completed paediatric first aid and Early Years Foundation Stage training whilst specific staff have completed training in key areas depending on their individual responsibilities such as child protection and health and safety.

Documentation within the setting is maintained to a very high standard and available for inspection. All required written procedures are in place and are updated on an annual basis or earlier if required. Children's files contain all relevant information to ensure that individual needs can be effectively met and all required parental consents are in place. The setting has established extremely positive partnerships with parent/carers and ensures that they are very well informed about their child's progress and development through verbal feedback, contact books and the child's 'unique story' developmental profile. Comments from parent/cares are very positive, 'I have had two other children here and wouldn't go anywhere else' and 'The setting is excellent, staff are so friendly and approachable'.

The pre-school demonstrates an excellent awareness of inclusion. Resources are accessible for all children to experience and include a broad range depicting positive images of diversity, disability and linguistic differences. The setting demonstrates an outstanding attitude towards supporting children with special educational needs and/or disabilities, and has comprehensive systems in place to reflect this. The Special Educational Needs Coordinator (SENCO) liaises closely with parents and outside professionals to ensure that all children with special educational needs develop to their full potential. The SENCO has attended appropriate training to enable her to meet the additional needs of children attending the pre-school and she works closely with any key person who has a child with special educational needs in their key group. The setting uses the PECS pictorial timeline system around the pre-school as well as signs to enable all children with speech and language difficulties or children with English as an additional language to participate fully in the wide range of activities available. Specialist equipment and furniture has been purchased where required and the daily routine is altered where necessary to meet individual needs.

The pre-school makes very good use of the premises and provides children with a bright, stimulating and welcoming environment in which to play and learn. Displays are child-orientated and provide children with opportunities to see their work valued.

The quality and standards of the early years provision and outcomes for children

Children are making very good progress in all areas of their learning and development. The setting is using the 'My unique story' observation system which includes information about how children are progressing in all areas of learning and generally details the next steps of development. The unique story includes photos of children completing activities within the pre-school and examples of their art work. The setting also encourages parents to contribute to the developmental profile and parents have included comments and photos of children enjoying activities at home which personalises their learning journey. The setting discusses children's starting points with parents and information is recorded on the initial page of their learning journey together with observations on how the child settles into the provision. Parents have the opportunity to review their child's progress every six weeks and to comment on how they feel their child is progressing across all areas of learning.

Children arrive confidently and settle immediately to their play activities. Staff encourage the children to become active learners, using a wide range of resources and equipment and selecting their choices independently. Children demonstrate increasing independence as they help themselves to drinks, participate in choosing and making their snacks, and take themselves to the toilet unaided. Staff extend the children's play and learning through open ended questioning and discussions. For example, whilst a child plays with a vehicle puzzle a member of staff chats to them about the different modes of transport and asks them their names and what noises they make. Staff use the daily routines to extend learning further. For

example, at snack time staff encourage children to count how many plates they need and a nearly three year old counts up to seven with help from the member of staff. At circle time in the afternoon, older children count how many boys and how many girls are present and then find the numbers to represent these. Staff extend this further by explaining 'We've got six boys and six girls now we need to find out how many we have all together'. A few children confidently count up to 12.

Excellent procedures are in place to enable new children to become familiar with the setting according to their individual needs and parental wishes. Children's confidence and self-esteem is promoted continuously by staff who praise their efforts as well as achievements. For example, when one child uses the bathroom independently staff praise them and gives a sticker which says 'I used the bathroom on my own'.

Children are encouraged to be and to stay healthy. They have daily opportunities for outdoor play and understand the importance of wrapping up and moving around to keep themselves warm in the colder weather. Children enjoy using a range of outdoor equipment which encourages their balance and coordination skills. For example, several children master climbing onto and bouncing on the space hopper whilst others manage to use the pedal roller which requires balance and strength. Staff praise the children's efforts and take photos of their achievements.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

